



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project	
Project Name: <u>Carbon Footprint</u>	
School Regional Area	<input type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input checked="" type="checkbox"/> West 40
District Name	<u>Westchester Public Schools</u>
District No.	<u>92 1/2</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>Barb Lappe</u>	* <u>blappe@sd925.org</u>
* <u>Eileen Redmond</u>	* <u>eredmond@sd925.org</u>
* <u>Kate Lonergan</u>	* <u>klonergan@sd925.org</u>
* <u>Bob Kang</u>	* <u>bkang@sd925.org</u>
* <u>Rick Schlau</u>	* <u>rschlau@sd925.org</u>
School Name	<u>Westchester Primary School</u>
School Street Address	<u>2400 Downing</u>
School City, State, Zip	<u>Westchester, IL 60154</u>
School Phone Number	<u>708-562-1509</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	<u>Jaime Nikitow</u>
Nominator's Phone #	<u>708-562-1509 ext. 33</u>
Best Contact Time	<u>8-3:30</u>
Nominator's Email	<u>jnikitow@sd925.org</u>

Please attach the Project Summary to this form and send to Learning Technology Center One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

Carbon Footprint

Project Abstract: The students created a Photostory to highlight their carbon footprints that support our school initiative to become more "green" and earth friendly. They engaged in an interactive Smartboard lesson, created their carbon footprint in Max Show, and recorded their ideas. Each first grade class made a CD with the Photostory of their class' footprint ideas and recordings.

Grade Level: 1st

Subject Areas: Science, Social Studies, Writing, and Technology

Technology Resources: SmartBoard, Digital Cameras, Computers, Printer, Microphones, Headphones, CD-R's, Projector, Notebook 10 (Smartboard software), Photostory 3, Max Show, and Kidspiration 3

Other Materials Used: paper and scissors

Standards:

IL Standards

Science - 12.E.2c: Identify and classify recyclable materials. 13.B.1e: Demonstrate ways to reduce, reuse, and recycle materials. 13.B.2d: Compare the relative effectiveness of reducing, reusing, and recycling in actual situations.

Social Studies - 17.C.2c: Explain how human activity affects the environment

Writing - 3.A.1: Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high -frequency words; and appropriate use of the eight parts of speech. 3.B.1a: Use prewriting strategies to generate and organize ideas 3.C.1a: Write for a variety of purposes including description, information, explanation, persuasion and narration. 3.C.1b: Create media compositions or productions which convey meaning visually for a variety of purposes.

Listening and Speaking - 4.A.1d: Use visually oriented and auditorily based media. 4.B.1a: Present brief oral reports using language and vocabulary appropriate to the message and audience.

Social Emotional Learning - SEL Goal 3 - C: Contribute to the well-being of one's school and community. 3.C.2a: Identify and perform roles that contribute to the school community. 3.C.2b: Identify and perform roles that contribute to one's local community.

National Educational Technology Standards (NETS)

1. **Creativity and Innovation** - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, and processes. b. create original works as a means of personal or group expression.
2. **Communicate and Collaboration** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a

variety of digital environments. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology. b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for lifelong learning. d. exhibit leadership for digital citizenship.

Process: All students in the school are focusing on ways to support a greener environment by making personal choices that will effect the Earth. A district wide recycling program kicked off the concept and each classroom researched ways that they could contribute to the cause. Exploring websites, reading books, and brainstorming gave students the background knowledge that allowed them to choose a way that they personally could help "be green".

Teachers created a Smartboard lesson that allowed each child to engage in a choice to reduce, reuse, or recycle. Students practiced writing and editing their idea in Max Show. They then put it in a footprint shape that became their own "Carbon Footprint". The digital camera was used to take pictures of the students holding their "carbon footprint", imported their picture into Photostory and then the students used the microphone to record their ideas. The pictures and footprints were assembled into a Photostory and burned to CDs for each child.

Integration: The project allowed students to gain knowledge on ways everyone can contribute to making our world "greener". They needed to make choices on how they could realistically make a difference. They needed to think about how to express their idea and then learn how to write it and record it. The expectations came to life for the students as they took their ideas to photos to a presentation. The ideas become fully hooked into their thoughts and they were better able to understand their impact on our school.

Reflection: People talk a lot about how we each need to make a difference in our world. We wanted this project to allow students to develop a deeper understanding of the importance of their individual contributions to "being green". We thought that with the creation of a Photostory they produced, they would have more ownership and be able to integrate the concepts more easily into their day. We wanted to give them an exciting way to learn, create and showcase their meaningful ideas. They began to look for good ways to improve our Earth in all parts of their day. They talked about it in the classroom, in the bathroom, at recess and at lunch. They shared ideas with their classmates and with students and teachers throughout the school. We heard from parents that they were applying "green" ideas at home and starting wonderful family discussions. The active learning became active teaching for the kids as they explained to others what they were doing. They shared their CDs with members of their families and neighbors. As they talked about it, their ideas became a reality. These first grade students really learned how they could make a difference in our world!